MEDT 3401

INTEGRATING TECHNOLOGY IN THE CURRICULUM

Semester Hours 3

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Telephone

Email

Fax

Distance Support

WebCT Home Page
http://webct.westga.edu

WebCT Help & Troubleshooting
http://webct.westga.edu/help.htm

UWG Distance Learning
http://distance.westga.edu/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

Communication The official communication method to students is through campus email (myUWG). Be sure to access this and your WebCt email several times a week to keep up-to-date on important information.

COURSE DESCRIPTION

Prerequisite(s): MEDT 2401 or equivalent, admission to teacher education, and a minimum of 9 hours of upper education course work.

Hands-on technology integration techniques provide scaffolding from the student's basic computer skills to foster skills in five interrelated areas of instructional proficiency: (1) Georgia's Performance Standards for Curriculum; (2) Integration of Modern and Emerging Technologies into Instructional Practice; (3) Classroom Management in Classrooms, Computer Labs, and 21st Century Learning Environments; (4) New Designs for Teaching and Learning; and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme *Developing Educators for School Improvement*, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. critically examine their instructional practices to determine how technology can play a role in enhancing the teaching and learning process. (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2006). (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathy, D8 Knowledge, D9 Proactive, D10 Reflective; INTASC 1, 2, 3; & ISTE II);

2. develop skills in the application and integration of educational technology designed to meet the needs of technology users in **five critical areas**: Understanding and Using Modern Technologies; Curriculum Integration to Achieve Standards; Designs for Learning; Enhanced Pedagogy; and Classroom Management. (Grabe & Grabe, 2004; Lever, Duffy, & Mizel 2005; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2006). (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 4, 6, 9; & ISTE I, II, III, IV, VI);

3. participate in hands-on experiences using curricular goals to scaffold above basic hardware and software skills. (Bitter & Pierson, 2004; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2006). (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 9; & ISTE I, VI);

4. prepare and implement four technology-connected lesson plans focusing on the integration of technology into the Georgia Performance Standards in appropriate grade level and/or subject discipline. (Bitter & Pierson, 2004; Grabe & Grabe, 2004; Roblyer, 2005; Smaldino, Heinich, Molenda, & Russell, 2006). (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8; & ISTE I, II, III, IV,V, VI);

5. deliver four standards-based technology-connected lessons to instructors, peers, and P-12 mentor teachers and/or students for review and present lesson artifacts for incorporation into a portfolio. (Grabe & Grabe, 2004; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2006). (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 3, 5, 9; & ISTE V, VI);

6. complete a group project showcasing technology integration in the achievement of curricular objectives. (Grabe & Grabe, 2004; Lever-Duffy, 2005; Roblyer, 2005; Smaldino, Russell, Heinich, & Molenda, 2006). (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; & ISTE I, II, III, IV, V, VI); and

7. discuss the various applications of adaptive and assistive technologies, identify federal legislation that supports assistive technology services in Georgia, and identify local resources and services for special needs students. (Bryant & Bryant, 2003; Kuder, 2003; Olson & Deruyter, 2001). (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 2, 3, 4, 7, 8, 9; & ISTE I, II, III, IV, VI).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text

Roblyer, M. D. (2005). *Integrating educational technology into teaching* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Required Course Materials

- ✓ All students at UWG are required to have access to a computer with an Internet connection.
- ✓ Microsoft Office 2003
- ✓ Removable Disks - USB Flash/Jump Drive to store your files for the class. Students often need to bring their projects with them for individual assistance with the instructor.
- ✓ Inspiration or Kidspiration software will be used for concept mapping. This software is available in the computer labs. A free 30-day trial can be downloaded at http://www.inspiration.com for personal use.
- ✓ A wiki web site will be used for an individual electronic portfolio. The wiki can be created at http://pbwiki.com/ . Another wiki will be used as a social collaboration tool for the class at http://uwgtech.pbwiki.com/ .

References

Ball, A. (2004). *Help-there's a computer in my classroom! A very practical guide for teachers.* London, UK: David Fulton Publishers.

Bitter, G., & Pierson, M. (2004). *Using technology in the classroom* (6th ed.). Boston, MA: Allyn & Bacon.

Bryant, D. P., & Bryant, B. R. (2003). *Assistive technology for people with disabilities.* Boston: Allyn and Bacon.

Buckenmeyer, J. (2005). *No computer left behind: Getting teachers on board with technology*. Retrieved June 21, 2006, from http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_PaperArchives/NECC_2005/Buckenmeyer-Janet-NECC05.pdf

Coppola, E. (2005). *Powering up: Supporting constructivist teaching with technology*. Retrieved June 21, 2006 from http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_PaperArchives/NECC_2005/Coppola-Eileen-NECC05.pdf

Forcier, R.C., & Descy, D.E. (2005). *The computer as an educational tool: Productivity and problem solving* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Grabe, M., & Grabe, C. (2004). *Integrating technology for meaningful learning* (4th ed.). Boston, MA: Houghton Mifflin.

Iverson, K. M. (2005). *E-learning games*. Upper Saddle River, NJ: Prentice Hall.

Kay, K., & Honey, M. (2005). *Beyond technology competency: A vision of information communication technology literacy to prepare students for the 21st century*. Retrieved June 21, 2006, from http://www.edvantia.org/publications/index1.cfm?&section=publications&area=publications&id=657

Kuder, S. J. (2003). *Teaching students with language and communication disabilities* (2nd ed.). Boston, MA: Allyn & Bacon.

Lai, K. (Ed.). (2005). *E-learning communities teaching and learning with the web.* Dunedin, New Zealand: University of Otago Press.

Lever-Duffy, J., McDonald, J.B., & Mizell, A.P. (2005). *Teaching and learning with technology* (2nd ed.). Boston, MA: Pearson Education, Inc.

Morrison, G. R., & Lowther, D. L. (2005) *Integrating computer technology into the classroom* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Olson, D. H., & Deruyter, F. (Eds.). (2001). *Clinician's guide to assistive technology.* St. Louis, MO: C.V. Mosby.

Orey, M., McClendon, J., & Branch, R. M. (Eds.). (2005). *Educational media and technology yearbook*. Westport, CN: Libraries Unlimited.

Shelly, G. B, Cashman, T. J., Gunter, G. A., & Gunter, R. E. (2006). *Integrating technology and digital media in the classroom*. Boston, MA: Thomson Course Technology.

Smaldino, S., Russell, J., Heinich, R., & Molenda, M. (2006). *Instructional technology and media for learning* (8th ed.). New York: Prentice-Hall.

Staudt, C. (2005). *Changing how we teach and learn with handheld computers.* Thousand Oaks, CA: Corwin Press.

United States Congress, Office of Technology Assessment. (1995). *Teachers & technology: Making the connection.* Washington, D.C.: Office of Technology Assessment. Retrieved April 7, 2006, from http://chiron.galileo.gsu.edu/GPOMonthlyCatalog:Citation.html

Internet Resources

Discovery Educator Network: http://www.discoveryeducatornetwork.com/

Georgia Technology Standards for Students: http://www.georgiastandards.org

Georgia Department of Education: http://www.doe.k12.ga.us

Georgia Online Assessment System: http://info.georgiaoas.org/

Galileo-Georgia's Virtual Library: http://www.galileo.usg.edu

Georgia Public Broadcasting: http://www.gpb.org

High Plains Regional Technology in Education Consortium: http://www.hprtec.org

Marco Polo-Internet Content for the Classroom: http://www.marcopoloeducation.org/home.aspx

National Educational Technology Standards for Teachers:
http://cnets.iste.org/teachers/t_stands.html

National Educational Technology Standards for Students:
http://cnets.iste.org/students/s_stands.html

National Educational Technology Standards for Administrators: http://cnets.iste.org/tssa/

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on designing and creating an electronic portfolio that showcases the student's ability to effectively design, produce, and utilize materials for instruction in the student's field of study and operate a variety of audiovisual equipment and microcomputers to deliver effective instruction. The overall evaluation is structured so that each assignment is aligned with completing a different part of the electronic portfolio. Due to the broad nature of the electronic portfolio, each conceptual framework descriptor is covered in the various electronic course assignments. As students complete their electronic portfolios, they will have demonstrated achievement in the following areas:

Decision making: selecting topic areas in the student's field to design and develop instructional materials and choosing topic areas for technology-infused lesson plans (projects 2 - 8);

Leadership: increasing the student's knowledge and skills in instructional technology in order to integrate technology more effectively into the curriculum and to assist others in infusing technology into the workplace (projects 2 - 8);

Lifelong learning: studying how to use and integrate technology into his/her personal and professional life (projects 1 - 9);

Being adaptive: changing educational practices to meet the diverse needs of learners (projects 2, 4, 8);

Collaboration: Working with colleagues and stakeholders to plan and carry out school improvements in technology (projects 2, 4, 5, 8);

Cultural sensitivity: adapting interventions and technology innovations to meet the varying and diverse needs of learners (projects 2, 4, 8);

Empathy: demonstrating sensitivity to the needs of individuals, the family, and community needs (projects 2, 4, 8);

Knowledge: drawing on pedagogical, content, and professional knowledge (projects 1 - 9);

Being proactive: implementing new interventions and innovations in technology to better serve learners (projects 2 - 8);

Reflection: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/innovations and school changes that are needed to more effectively integrate technology into the curriculum (projects 2, 4, 8, 9).

Assignments/Projects

The following are general descriptions of the projects required for the course. A more detailed description will be provided with each project assignment.
Note: Some assignments may be done individually or as a group. Some assignments must be done individually and some must be done as a group.

Project 1: Curriculum Vita (*Individual*) (4 points): Develop a one or two page curriculum vita.
(Course Objective 1: knowledge, skills, dispositions; checklist)

Project 2: Lesson Plan Review (*Group*) (4 points): Write a review of a lesson plan for teachers to consider for implementation.
(Course Objectives 1, 2, 3, 7: knowledge, skills, dispositions; checklist).

Project 3: Concept Map (*Individual*) (4 points): Create a concept map to help students learn about a particular concept.
(Course Objectives 2, 3: knowledge, skills, dispositions; checklist)

Project 4: Understanding the Learner Presentation (*Group*) (4 points): Create a PowerPoint presentation on the uses of technology to benefit students with different learning styles.
(Course Objectives 1 - 5: knowledge, skills, dispositions; checklist).

Project 5: Software Support Tools (*Individual or Group*) (4 points): Create learning materials with the use of software support tools.
(Course Objectives 2, 3, 6: knowledge, skills, dispositions; checklist).

Project 6: Spreadsheet and Graphical Data Display (*Individual*) (4 points): Create a spreadsheet and a corresponding graphical data display.
(Course Objectives 2, 3: knowledge, skills, dispositions; checklist).

Project 7: Database and Report (*Individual*) (4 points): Create a database and a corresponding report.
(Course Objectives 2, 3: knowledge, skills, dispositions; checklist).

Project 8: Lesson Plans (*2 Group Plans and 2 Individual Plans*):
(50 points:
10 points Plan 1 Group; 10 points Plan 2 Group;
15 points Plan 3 Individual; 15 points Plan 4 Individual)
Develop a series of four lesson plans utilizing instructional software, productivity tools, multimedia/hypermedia and the Internet.
(Course Objectives 4 - 7: knowledge, skills, dispositions; rubric).

Project 9: Final Exam/Portfolio Presentation (Individual) (10 points): Create a wiki for development of an electronic portfolio. Include artifacts from Projects 1 - 8.
(Course Objectives 1 - 7 : knowledge, skills, dispositions; rubric)

Quizzes (Individual) (12 points): One quiz will be completed for each of the following chapters in the textbook: 1, 2, 3, 7, 8, 9, 10, 11, 12, 13, 14, 15
(Course Objectives 1 - 7 : knowledge, skills, dispositions; online scoring)

Professionalism/Participation (Individual) (Grade Reduction for Unexcused Absence):
Students are expected to attend all classes and participate in all discussions and class activities as outlined above. Excused absences for emergencies will be decided on an individual basis. Each unexcused absence will result in reduction of one letter grade for the course.
(Course Objectives 1 - 7 : knowledge, skills, dispositions; instructor observation, checklist)

Evaluation Procedures

Students will be evaluated in the following way:

Activity	Points Available	Assessment Tools	Due Date
1. Curriculum Vita	4	Checklist	**May 15**, 2007, 8:00 a.m.
2. Lesson Plan Review	4	Checklist	**May 16**, 2007, 8:00 a.m.
3. Concept Map	4	Checklist	**May 17**, 2007, 8:00 a.m.
4. Understanding the Learner Presentation	4	Checklist	**May 18**, 2007, 8:00 a.m.
5. Software Support Tools	4	Checklist	**May 18**, 2007, 8:00 a.m.
6. Spreadsheet and Graphical Data Display	4	Checklist	**May 21**, 2007, 8:00 a.m.
7. Database and Report	4	Checklist	**May 21**, 2007, 8:00 a.m.
8. Lesson Plans			
Lesson Plan 1 (Group)	10	Rubric	**May 22**, 2007, 8:00 a.m.
Lesson Plan 2 (Group)	10	Rubric	**May 23**, 2007, 8:00 a.m.
Lesson Plan 3 (Individual)	15	Rubric	**May 24**, 2007, 8:00 a.m.
Lesson Plan 4 (Individual)	15	Rubric	**May 25**, 2007, 8:00 a.m.
9. Final Exam/Portfolio Presentation	10	Rubric	**May 31**, 2007, 8:00 a.m.
Subtotal for Final Portfolio and Artifacts from Projects 1 - 8	**88**	As noted above	As noted above
Quizzes	**12**	Online Scoring	**By 11:59 p.m.** **May 16** Chapters 1, 2, 3 **May 18** Chapters 7, 8 **May 22** Chapters 9, 10, 11, 12 **May 25** Chapters 13, 14, 15
TOTAL POINTS	**100**		
Professionalism/Participation	Possible points deducted	Checklist/Observation	Every day

Work completed in another course may be considered for credit with prior approval of instructor.

Extra credit assignments will not be made.

Due dates - All products will be due on the due dates posted. Late assignments will not be accepted and will be assigned a score of **zero**. Missed assignments may be made up only in the event of emergencies.

Grading Policy
The following grading scale will be used:
A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 - 69%, F = Below 60%.

PROFESSIONALISM

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face to face or online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time
- Arriving at and leaving class punctually
- Treating class members and colleagues with respect in and out of the classroom
- Eliminating interruptions in class. This includes cell phones and beepers.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If a second violation occurs, the student will meet with a departmental committee and may be dismissed from the program for at least one year.

DISABILITY POLICY

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/~dserve . Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Undergraduate Catalog.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.